Chimney Lakes Elementary School

2019-20 Schoolwide Improvement Plan

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Chimney Lakes Elementary School

9353 STAPLES MILL DR, Jacksonville, FL 32244

http://www.duvalschools.org/cle

Demographics

Principal: Marianne Lee

Start Date for this Principal: 8/22/2019

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Elementary School KG-5
Primary Service Type (per MSID File)	K-12 General Education
2018-19 Title I School	Yes
2018-19 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	85%
2018-19 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities* English Language Learners Asian Students Black/African American Students Hispanic Students Multiracial Students White Students Economically Disadvantaged Students
School Grades History	2018-19: A (62%) 2017-18: B (61%) 2016-17: A (69%) 2015-16: A (67%) 2014-15: A (64%)
2019-20 School Improvement (SI) Information*	
SI Region	Northeast
Regional Executive Director	Cassandra Brusca
Turnaround Option/Cycle	N/A
Year	
Support Tier	

ESSA Status	N/A
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, click here.	

School Board Approval

This plan was approved by the Duval County School Board on 10/1/2019.

SIP Authority

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a Schoolwide Improvement Plan (SIP) for each school in the district that has a school grade of D or F. This plan is also a requirement for Targeted Support and Improvement (TS&I) and Comprehensive Support and Improvement (CS&I) schools pursuant to 1008.33 F.S. and the Every Student Succeeds Act (ESSA).

To be designated as TS&I, a school must have one or more ESSA subgroup(s) with a Federal Index below 41%. This plan shall be approved by the district. There are three ways a school can be designated as CS&I:

1. have a school grade of D or F
2. have a graduation rate of 67% or lower
3. have an overall Federal Index below 41%.

For these schools, the SIP shall be approved by the district as well as the Bureau of School Improvement.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, or a graduation rate 67% or less. Districts may opt to require a SIP using a template of its choosing for schools that do not fit the aforementioned conditions. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at www.floridacims.org.

Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. The Florida Department of Education encourages schools to use the SIP as a "living document" by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the "Date Modified" listed in the footer.

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School Demographics

School Type and Grades Served (per MSID File)	**2018-19 Title I School**	**2018-19 Economically Disadvantaged (FRL) Rate** (as reported on Survey 3)
Elementary School KG-5	Yes	84%

Primary Service Type (per MSID File)	**Charter School**	**2018-19 Minority Rate** (Reported as Non-white on Survey 2)
K-12 General Education	No	65%

School Grades History

Year	2018-19	2017-18	2016-17	2015-16
Grade	A	B	A	A

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Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. The Florida Department of Education encourages schools to use the SIP as a "living document" by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the "Date Modified" listed in the footer.

Part I: School Information

School Mission and Vision

Provide the school's mission statement.

The mission of Chimney Lakes Elementary School is to enrich and broaden students' awareness of other cultures, which will prepare them to become college and career ready through valuable learning experiences.

Provide the school's vision statement.

Chimney Lakes Elementary is a professional team committed to providing children the opportunity to develop a continual love of learning through a secure and encouraging atmosphere in which daily success is met, diversity is appreciated, and discovery allows for student involvement and achievement.

School Leadership Team

Membership
Identify the name, email address and position title for each member of the school leadership team:

Name	Title	Job Duties and Responsibilities
Gilley, Bill	Principal	
Sweeney, Fawn	School Counselor	
	Assistant Principal	Kimberly Seibert and Nichelle Smith (neither name was found in the pull down menu)

Early Warning Systems

Current Year

The number of students by grade level that exhibit each early warning indicator listed:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	176	168	180	200	148	184	0	0	0	0	0	0	0	1056
Attendance below 90 percent	0	35	15	17	17	18	0	0	0	0	0	0	0	102
One or more suspensions	0	6	3	4	7	1	0	0	0	0	0	0	0	21
Course failure in ELA or Math	0	23	11	7	6	3	0	0	0	0	0	0	0	50
Level 1 on statewide assessment	0	8	14	8	19	28	0	0	0	0	0	0	0	77

The number of students with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	17	10	10	13	14	0	0	0	0	0	0	0	64

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	7	2	0	14	3	1	0	0	0	0	0	0	0	27
Students retained two or more times	0	0	0	2	0	0	0	0	0	0	0	0	0	2

FTE units allocated to school (total number of teacher units)
51

Date this data was collected or last updated
Thursday 8/22/2019

Prior Year - As Reported

The number of students by grade level that exhibit each early warning indicator:

Indicator	Grade Level	Total
Attendance below 90 percent		
One or more suspensions		
Course failure in ELA or Math		
Level 1 on statewide assessment		

The number of students with two or more early warning indicators:

Indicator	Grade Level	Total
Students with two or more indicators		

Prior Year - Updated

The number of students by grade level that exhibit each early warning indicator:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	0	0	0	0	
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on statewide assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	

The number of students with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	0	0	0	0	0	0	0	0	0	0	0	

Part II: Needs Assessment/Analysis

School Data
Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school, or combination schools).

School Grade Component	2019			2018		
	School	District	State	School	District	State
ELA Achievement	61%	50%	57%	63%	49%	55%
ELA Learning Gains	61%	56%	58%	67%	56%	57%
ELA Lowest 25th Percentile	62%	50%	53%	61%	54%	52%
Math Achievement	72%	62%	63%	77%	62%	61%
Math Learning Gains	67%	63%	62%	76%	63%	61%
Math Lowest 25th Percentile	56%	52%	51%	76%	54%	51%
Science Achievement	53%	48%	53%	61%	50%	51%

EWS Indicators as Input Earlier in the Survey

Indicator	Grade Level (prior year reported)						Total
	K	1	2	3	4	5	
Number of students enrolled	176 (0)	168 (0)	180 (0)	200 (0)	148 (0)	184 (0)	1056 (0)
Attendance below 90 percent	0 ()	35 ()	15 ()	17 ()	17 ()	18 ()	102 (0)
One or more suspensions	0 ()	6 (0)	3 (0)	4 (0)	7 (0)	1 (0)	21 (0)
Course failure in ELA or Math	0 ()	23 (0)	11 (0)	7 (0)	6 (0)	3 (0)	50 (0)
Level 1 on statewide assessment	0 ()	8 (0)	14 (0)	8 (0)	19 (0)	28 (0)	77 (0)

Grade Level Data
NOTE: This data is raw data and includes ALL students who tested at the school. This is not school grade data.

NOTE: An asterisk (*) in any cell indicates the data has been suppressed due to fewer than 10 students tested, or all tested students scoring the same.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2019	60%	51%	9%	58%	2%
	2018	60%	50%	10%	57%	3%
Same Grade Comparison		0%				
Cohort Comparison						
04	2019	68%	52%	16%	58%	10%
	2018	63%	49%	14%	56%	7%
Same Grade Comparison		5%				
Cohort Comparison		8%				
05	2019	51%	50%	1%	56%	-5%
	2018	64%	51%	13%	55%	9%
Same Grade Comparison		-13%				
Cohort Comparison		-12%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2019	60%	61%	-1%	62%	-2%
	2018	62%	59%	3%	62%	0%
Same Grade Comparison		-2%				
Cohort Comparison						
04	2019	84%	64%	20%	64%	20%
	2018	76%	60%	16%	62%	14%
Same Grade Comparison		8%				
Cohort Comparison		22%				
05	2019	65%	57%	8%	60%	5%
	2018	72%	61%	11%	61%	11%
Same Grade Comparison		-7%				
Cohort Comparison		-11%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2019	50%	49%	1%	53%	-3%
	2018	69%	56%	13%	55%	14%
Same Grade Comparison		-19%				
Cohort Comparison						

Subgroup Data

2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2017-18	C & C Accel 2017-18
SWD	32	52	58	39	57	43	25				
ELL	48	94	91	52	69						
ASN	82			91							
BLK	49	60	64	60	62	51	34				
HSP	60	71	80	74	69	71	64				
MUL	72	72		86	63		71				
WHT	72	53	39	80	72	60	65				
FRL	56	61	64	63	64	53	46				
2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2016-17	C & C Accel 2016-17
SWD	31	49	47	43	51	42	48				
ELL	22	67	55	67	47						
ASN	83			92							
BLK	55	60	50	59	57	39	59				
HSP	53	58	56	72	62	53	65				
MUL	68	63		75	70						

2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2016-17	C & C Accel 2016-17
WHT	73	58	67	82	66	63	84				
FRL	58	58	54	66	60	45	64				
2017 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2015-16	C & C Accel 2015-16
SWD	42	56	68	61	70	74	52				
ELL	50	63	64	63	84						
ASN	78	79		83	64						
BLK	49	59	60	65	70	68	47				
HSP	58	61	59	78	83	78	57				
MUL	81	75		88	87						
WHT	77	74	65	88	80	90	74				
FRL	55	62	55	69	76	78	53				

ESSA Data

This data has been updated for the 2018-19 school year as of 7/16/2019.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	N/A
OVERALL Federal Index – All Students	62
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	0
Progress of English Language Learners in Achieving English Language Proficiency	66
Total Points Earned for the Federal Index	498
Total Components for the Federal Index	8
Percent Tested	100%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	46
Students With Disabilities Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	
English Language Learners	
Federal Index - English Language Learners	70
English Language Learners Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years English Language Learners Subgroup Below 32%	

Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	

Asian Students	
Federal Index - Asian Students	87
Asian Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Asian Students Subgroup Below 32%	

Black/African American Students	
Federal Index - Black/African American Students	54
Black/African American Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Black/African American Students Subgroup Below 32%	

Hispanic Students	
Federal Index - Hispanic Students	70
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	

Multiracial Students	
Federal Index - Multiracial Students	73
Multiracial Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Multiracial Students Subgroup Below 32%	

Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	

White Students	
Federal Index - White Students	63
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	

Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	59
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	

Analysis

Data Reflection

Answer the following reflection prompts after examining any/all relevant school data sources (see guide for examples for relevant data sources).

Which data component showed the lowest performance? Explain the contributing factor(s) to last year's low performance and discuss any trends.

Fifth Grade science had the lowest percentage of students proficient. It was a drop of 19%. There were two new teachers teaching fifth grade science last year.

Which data component showed the greatest decline from the prior year? Explain the factor(s) that contributed to this decline.

Fifth Grade science had the lowest percentage of students proficient. It was a drop of 19%. There were two new teachers teaching fifth grade science last year.

Which data component had the greatest gap when compared to the state average? Explain the factor(s) that contributed to this gap and any trends.

Fifth Grade ELA had the greatest gap at 5%. There were two three man teams resulting in fewer minutes for ELA. We have addressed this by having no three man teams to give ELA teachers time to teach both the reading standards and the writing process.

Which data component showed the most improvement? What new actions did your school take in this area?

Fourth Grade math improved by 8% points.

Reflecting on the EWS data from Part I (D), identify one or two potential areas of concern? (see Guidance tab for additional information)

Number of students with attendance issues and the number of students scoring at a level 1 in fifth grade.

Rank your highest priorities (maximum of 5) for schoolwide improvement in the upcoming school year.

1. ELA growth on the FSA both overall and in the Lowest 25%.
2. Math growth on the FSA both overall and in the Lowest 25%
3. Increase proficiency in SWD students in proficiency in ELA and Math
4.
5.

Part III: Planning for Improvement

Areas of Focus:

#1	
Title	Reading Gains and Reading Proficiency
Rationale	Chimney Lakes is working towards closing the achievement gap in Reading for struggling students and increasing overall reading proficiency.

State the measurable outcome the school plans to achieve	Sixty-seven percent of students will show reading growth on the FSA in third, fourth, and fifth grade and on the IReady Reading Diagnostic in grades K-2.
Person responsible for monitoring outcome	Bill Gilley (gilleyb@duvalschools.org)
Evidence-based Strategy	Chimney Lakes will begin a Walk to Read program for K-2 students using Reading Mastery. In grades 3-5, Chimney Lakes will use LLI in small group instruction. Also, Chimney Lakes will use a Reading Coach to help with the monitoring and implementation of the programs.
Rationale for Evidence-based Strategy	The district has help select the intervention programs we will be using.
Action Step	
Description	1. Train teachers in all grades on how to use the intervention programs. 2. Administration will monitor and train teachers on the implementation of programs. 3. Master schedule will have Walk to Reading in-bedded in the master schedule 4. Materials will be purchased, such as LLI kits and additional Reading Mastery kits to support student learning. 5. Teachers will be trained on standards using The common core math and ELA companion: The standards decoded during early release and common planning. 6. Teachers will receive TDE for planning for instruction throughout the year. 7. Paraprofessionals will push into classrooms to work with students on "catch-up" skills at each grade level. 8. Teachers will use a variety of methods including using technology such as computers and document cameras.
Person Responsible	Bill Gilley (gilleyb@duvalschools.org)

#2	
Title	Reduction in Class II referrals
Rationale	Chimney Lakes Elementary School believes that is we treat the whole child and provide services that students need, we can lower the number of referrals and create a safer environment for our students and families.

State the measurable outcome the school plans to achieve	Chimney Lakes goal is to reduce Class II referrals by 10% for the 2019-2020 school year.
Person responsible for monitoring outcome	Bill Gilley (gilleyb@duvalschools.org)
Evidence-based Strategy	Chimney Lakes will use full service counselors and school counselors to provide support for students who are at risk.
Rationale for Evidence-based Strategy	Chimney Lakes believes that in order to meet the needs of our students we must treat the whole child. By providing guidance referrals and allowing all staff to refer students, we are trying to guarantee that now students fall through the cracks. Using our Behavioral Threat Assessment Team we are going to be providing follow up on all students who have be referred to us as a possible threat.

Action Step	
Description	1. Develop a guidance referral for staff. 2. Train staff on how to refer 3. Train BTAT on how to implement a process for referring, intervening, and follow up. 4. Look at month discipline data during admin meetings as well as PLC's 5.
Person Responsible	Bill Gilley (gilleyb@duvalschools.org)

Additional Schoolwide Improvement Priorities (optional)

After choosing your Area(s) of Focus, explain how you will address the remaining schoolwide improvement priorities (see the Guidance tab for more information).

The school will also be focusing on student growth in math by implementing ACALETICS in grades 2-5. Teachers will also be trained on MAFS using The Common Core Mathematics Companion: The Standards Decoded.

Chimney Lakes is also looking to improve school safety by conducting multiple drills that include code red and yellow as well as fire and tornado drills. We had a team come out and walk the campus in order to make suggestions on how we can make our campus safer. We are also attempting to move all classrooms out of portables on campus. We are wanting to expand the number of OSS keys so that teachers will have access back into the building after recess and drills.

Part IV: Title I Requirements

Additional Title I Requirements
This section must be completed if the school is implementing a Title I, Part A schoolwide program and opts to use the Schoolwide Improvement Plan to satisfy the requirements of the schoolwide program plan, as outlined in the Every Student Succeeds Act, Public Law No. 114-95, Â§ 1114(b). This section is not required for non-Title I schools.

Describe how the school plans to build positive relationships with parents, families, and other community stakeholders to fulfill the school's mission and support the needs of students.

The school has a parent liaison to help with assisting the school with meeting the needs of all our parents. She will be responsible for parent nights based on the needs of our parents. She will work along side of the PTA to promote a positive environment for our parents. She will also have materials and technology to help parents do everything from sign up to volunteer to look for employment.

PFEP Link
The school completes a Parental Involvement Plan (PFEP), which is available at the school site.

Describe how the school ensures the social-emotional needs of all students are being met, which may include providing counseling, mentoring and other pupil services.

Chimney Lakes has two school counselors who work with administration and teachers to identify students who are in crisis. A Behavioral Threat Assessement Team meets monthly to review any students who may need counseling and follows up on student progress. Chimney Lakes also has two outside counselors who come and in service our students. One service military families and their children.

Describe the strategies the school employs to support incoming and outgoing cohorts of students in transition from one school level to another.

Chimney Lakes host a parent night where local middles schools attend and set up booths that allow parents to come and ask questions about the programs that each school provides. Chimney Lakes also participates in the the district's School Expo and advertises the expo to its parents as another resource for parents to learn about what all middle schools have to offer for rising sixth graders. For our incoming Kindergarten parents we offer a meet and greet before schools starts. On the first day of school, we also provide our kindergarten parents a light breakfast to help the parents adjust to their child beginning school.

Describe the process through which school leadership identifies and aligns all available resources (e.g., personnel, instructional, curricular) in order to meet the needs of all students and maximize desired student outcomes. Include the methodology for coordinating and supplementing federal, state and local funds, services and programs. Provide the person(s) responsible, frequency of meetings, how an inventory of resources is maintained and any problem-solving activities used to determine how to apply resources for the highest impact.

The school administration at Chimney Lakes first looks at all forms of data from attendance to test scores to determine needs and placement of personnel. Once needs are established the administration along with the Shared Decision Making Team (which meets monthly) determine what position if any will Title One need fund. This year we decided to find two reading interventionists, a math interventionist, two paraprofessionals, a part-time tutor, and a part time media specialist in order to help us provide services to our students. Administration works with interventions to develop a schedule to focus on our goals we have set based on previous and live data. One Assistant principal oversees the ELA department and the other AP oversees both math and science.

Describe the strategies the school uses to advance college and career awareness, which may include establishing partnerships with business, industry or community organizations.

Chimney Lakes works closely with the local universities to provide opportunities for college students to gain valuable experience by observing classrooms. The school also has both community and faith based partners that work closely with our school to provide assistance to our students. We are also a international social studies magnetic school where each classroom focuses on a country and studies the country through out the year culminating in an international festival at the end of the year.

Part V: Budget

The approved budget does not reflect any amendments submitted for this project.

1	III.A.	Areas of Focus: Reading Gains and Reading Proficiency	$0.00
2	III.A.	Areas of Focus: Reduction in Class II referrals	$0.00
		Total:	**$0.00**